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PLETED

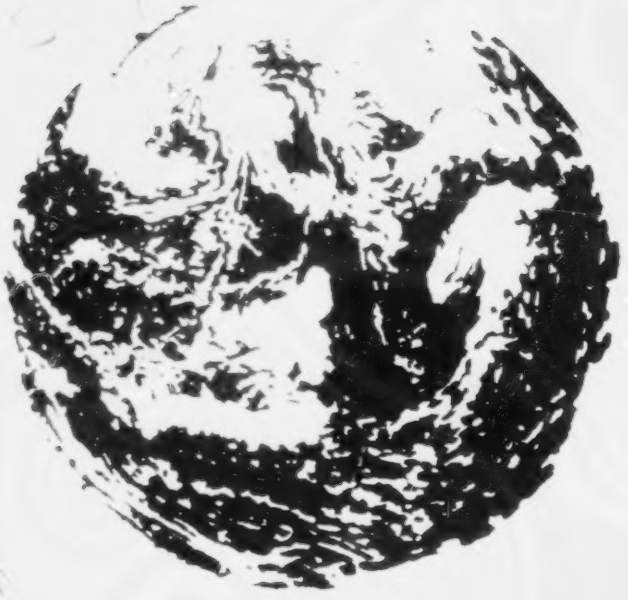
SYLLABI

DODDS

SOCIAL STUDIES PROGRAMS

Kindergarten
through
Grade Twelve

ORIGINAL



DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
DS Manual 2100.3 JANUARY 1985

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Syllabi for Social Studies Programs has been developed to assist teachers and administrators to provide an articulated social studies program for grades kindergarten through grade twelve.

Suggestions and recommendations for changes should be submitted to the regional social studies coordinators. The syllabi will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

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KINDERGARTEN (Self)

The first semester of the social studies curriculum in kindergarten is directed toward developing in the child an awareness of him/herself, family, friends, and responsibility to self, school, home, and play. As the year progresses the child is encouraged to be independent; to cooperate; to accept oneself, friends, and environment. The child should learn to think freely, to understand his/her own needs and the needs of neighbors, to assume responsibility for his/her actions, and to help make decisions pertinent to the situation.

The second semester exposes the child to people in other places. Through filmstrips, films, textbooks, and other resources, children learn about society, how they are a part of it, how society influences them, and how they influence society.

Fifty minutes per week should be devoted to social studies instruction in kindergarten.

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GRADE ONE (Families and Groups)

The major emphasis in grade one is to make the child aware of his/her uniqueness as an individual, a member of a family, a student, and a citizen of the community. Along with this awareness of self, the first grade student learns to respect the similarities and differences of other individuals, families, and groups.

The first grade students learn about their physical and psychological needs and are made aware that other individuals have similar needs. They learn that family members have special roles and they learn the rights and responsibilities of these roles. The child becomes familiar with the family's cultural heritage and realize that their beliefs and values are influenced by that heritage.

The children learn that rules are necessary for the existence of all societies and are established to benefit members of society. Students learn to contribute to the making of rules in order to provide them with experience in decisionmaking.

Throughout the study of the individual, the student, the family, and the community, the first grade program makes comparisons with the host nation culture.

The social studies program for grade one should receive 110 minutes of instruction per week.

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GRADE TWO (Neighborhoods)

Second grade social studies emphasizes "Neighborhoods" and helps students understand the terms neighborhood and local community. In the process, students identify, define, and label some of the major characteristics of their own community, neighborhood, town, or suburban development. They do comparative studies of the similarities and differences of neighborhoods, and they learn how neighborhoods serve the needs and wants of people in the area.

Students also learn the importance of rules and laws and how rules benefit everyone. They learn how the physical and cultural environment influences the types of neighborhoods, and how and why neighborhoods change.

Emphasis on the local community provides opportunities to develop map skills and acts as an introduction for studying communities in other places; e.g., host nation communities. Community studies provide a bridge between the emphasis on families in first grade and community interdependence in the third grade.

Social studies instructional time in the second grade is 110 minutes a week.

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GRADE THREE (Communities)

The basic theme for the third grade social studies program is "Communities". The program covers six categories: (1) People in Communities, (2) Differences in Communities, (3) Communities and their Environment, (4) Community Resources, (5) Communities Change, and (6) Community Government.

Family units from around the world, their similarities and differences, are studied. Social conflicts, and possible solutions, are explored. Political divisions of community, state, and nation are described and analyzed.

The study of geography is also included. The work with maps and globes is expanded into the study of latitudes and longitudes, time zones, legends, and weather stations. Host nation concepts are incorporated in many of the activities for this study.

Time allocation for social studies in grade three is 180 minutes per week.

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GRADE FOUR (Regional Studies)

The social studies curriculum at the fourth grade level builds upon the primary grade levels' instruction in the basic social studies concepts. The concepts are expanded from the students' local environment of the school, neighborhood, and community to include regions of the United States.

Six regions of the United States have been identified for study, all involving a study of the history, people, culture, geography, economy, and the political system of the region. Comparison of the various regions with other parts of the world, especially the host nation, and their impact on the American culture are emphasized.

The time allocated to social studies in grade four is 190 minutes each week.

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GRADE FIVE (American Geography and History)

The fifth grade social studies program is a study of U.S. history with a concentration on geographic concepts. The first nine weeks study includes the discovery and exploration of the Western Hemisphere by European explorers, the early Native Americans, early colonial settlements from Jamestown through the building of the original 13 colonies, winning independence during the American Revolution, and the building of the first U.S. Constitution.

During the second marking period, students are taught about the accomplishment of "Manifest Destiny," from the adventures across the Appalachians, the Great Plains, and the Rockies to the acquisition of the Louisiana Territory, Florida, Oregon Country, and the Spanish Southwest by the United States.

During the third nine weeks, the students study the changes which occurred in the country's growth during national development, the Civil War, and Reconstruction, and the changes of our country from an agricultural economy to an industrial one. The fourth nine weeks, study is devoted to the development of transportation and communication systems. Basic concepts of local, state, and national governments are also studied. Throughout the year, the geography of the United States is studied. Finally, the influences of the host nations with the United States are a regular component of the social studies curriculum.

Instructional time for fifth grade social studies should be 210 minutes per week.

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GRADE SIX (World Cultures and Geography)

Sixth grade social studies places emphasis on world cultures, history, geography, and political science. The program includes the ancient civilizations of Asia and Africa and the development of the Mediterranean cultures. Cultural studies involving language, art, religion, and values are included, as are the effects of technology on culture and society.

The need for government and the different forms of government in the past and present are examined, and the rights, roles, and responsibilities of citizens in different forms of government are included. Some of the basic concepts of economics, sociology, and anthropology are introduced. Comparison with the host nation are emphasized.

The course work in geography covers map and globe skills, land forms and climatic areas of the earth, natural environments and natural resources, and the causes of various population distributions.

Social studies instruction for grade six should be a minimum of 210 minutes per week.

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GRADE SEVEN (World Geography)

The seventh grade, first year of the secondary level, begins the reversal of perspective begun at kindergarten. The kindergarten through grade six perspective was ever expanding until it encompassed the world in the sixth grade. The seventh grade begins with a world perspective which leads to the narrower perspective of the U.S. studies later in the secondary grades.

With the background of the cultural studies of the fourth grade and the historical development of cultures of the sixth grade, the seventh grade student begins to look in more depth at given cultural regions of the world. Although the seventh grade course is more geographical, all programs are multidisciplinary and draw from all the social sciences: geography, history, political science, economics, sociology, psychology, and anthropology. The cultural background of the regions are compared to the host nation culture.

After approximately 7 weeks of study of geography skills, the seventh grade course of study places emphasis on the following regions: North and South America, 10 weeks; Europe, 9 weeks; Africa, South of the Sahara, 4 weeks; and Australia and the Pacific World, 4 weeks.

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GRADE EIGHT (U.S. History)

The eighth grade U.S. history program emphasizs U.S. geography and the nation's history from pre-Columbian civilizations to the Civil War and Reconstruction era. Basic social studies skills receive emphasis. The course builds upon fifth grade U.S. history in which geography by region in the United States was emphasized.

The major periods studied are as follows: (1) pre-Columbian civilizations, (2) European Exploration and Colonization, (3) Colonial America, (4) Revolutionary War and Constitution, (5) Jeffersonian period, (6) Jacksonian period, (7) Westward Movement, and (8) Civil War and Reconstruction. These major periods comprise three-fourths of the year. The final quarter of the course deals with a survey of American History since the Reconstruction era with some emphasis on current historical, economic, and political events of the United States. Influences and relations with the host nation are integrated throughout the year.

The geography of the United States, both physical and political, are studied. Map skills, reading and interpreting various charts and graphs, and the utilization of reference books and materials, such as dictionaries, encyclopedias, and atlases, are implemented into the program.

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WORLD REGIONS/CULTURES

World Regions/Cultures is designed to study other cultures so that the students can understand the global community in which they live. To develop skills necessary to analyze change as it relates to the world today and to continue the study of cultures begun in the sixth grade and geography in the seventh grade, this course includes a 6-week overview of physical geographic concepts and skills, mapping techniques, climates, distribution, land-forms, and resources, followed by a 3-week survey of culture and cultural components. The course includes a study of the following cultural areas: Middle East and North Africa, 7 weeks; Asia, Japan, China, and Southeast Asia, 6 weeks; Indian Subcontinent, 4 weeks; U.S.S.R. and Eastern Europe, 5 weeks.

As a framework for studying and comparing each culture, the following questions are used:

1. How do the geographic features affect the lives of the people?

2. What are the people like?

3. How have the people organized to meet their economic needs?

4. How have the people organized politically?

The host nation is included as a culture to be studied and is used as a basis of comparison.

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WORLD HISTORY

World History carries the seventh and ninth grade geographical and cultural studies one step further by studying the historical development of these cultures and by continuing the chronological study of Ancient World Civilizations begun in grade six.

Using the multidisciplinary approach, the World History program strives to be a WORLD HISTORY and not a history of Western Europe. Attention is given to Asia, Africa, and the Americas. For example, when studying feudalism, feudalism in Japan (Shogunate), China (Mongols), India (Moguls), or other areas of the world are included. The host nation history and culture is used for comparisons and parallels.

The first quarter of the course focuses on ancient civilizations. The second quarter covers the Middle Ages through feudalism. The third quarter includes a study of the Renaissance through the 19th Century and the last quarter focuses on Nationalism and the contemporary world.

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U.S. HISTORY

The U.S. History course is a required 1-year course with most emphasis on our nation's history from the Reconstruction era through the present day with a look to the future. Both basic and more advanced social studies skills receive emphasis. This course builds upon the eighth grade U.S. History course which concentrated primarily on the periods up to Reconstruction.

The major historical periods studied include: (1) Rise of Industrialism, (2) the Progressive Movement, (3) Isolation to Internationalism, (4) World War I, (5) the 20's and 30's, (6) World War II, (7) the Cold War, (8) the 60's and 70's, (9) contemporary issues and problems, and (10) the future. These major periods should comprise three-fourths of the year's instruction. The first quarter is used to review, reinforce, and expand the student's knowledge of pre-Civil War America. Influences and relations with the host nation during these periods are included as a part of the course.

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U.S. GOVERNMENT

U.S. Government is a required 1-semester course which is designed to provide students with essential knowledge, skills, and attitudes related to the nation's government and history.

The students review their knowledge about the purpose and function of government and expand on their study of American government which they received in eighth and eleventh grade American history programs. Major emphasis is on the three branches of the Federal Government, as described in the U.S. Constitution, on political responsibility and participation, and on state and local governments. Some attention is given to economic systems and alternative political systems. Comparisons with the host nation government are a part of the program.

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